

APPROVED RECEIVED

APR 1 2013

The University Of Toledo

New Course Proposal

Administrative Use Only (rev. 9/2011)		
Code:		COLLEGE OF GRADUATE STUDIES
Approved (senate or grad council)		
Effective Date: / / (mm/dd/yyyy)		
CIP Code:		
Sub:	Prog:	Level:

Level (check one): <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Will this course impact program requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No *If Yes, a Program Modification must be completed.
Type of course (check all that apply): <input type="checkbox"/> Academic Skills Enhancement <input type="checkbox"/> Writing Intensive (WAC) <input type="checkbox"/>
Honors <input type="checkbox"/> Univ. Core: <input type="checkbox"/> English <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Nat. Sciences <input type="checkbox"/> Social Sciences Multicultural: <input type="checkbox"/> Diversity of US Culture <input type="checkbox"/> Non-US Culture <input type="checkbox"/> Transfer module: <input type="checkbox"/> Arts&Hum <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Nat Sci & Phys <input type="checkbox"/> Soc Sci

College: JH College of Education	Dept: Educational Foundations and Leadership
Contact Person: Lisa Kovach	Phone: 419-530-2048
Email: lisa.kovach@utoledo.edu	

Alpha/Numeric Code (Subject area-number): EDP – 6120 If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to form.	
Proposed title: School Violence Theory, Prevention, and Intervention	Proposed effective term: Spring 2014
Planned enrollment per section: 20	Per term: 20
Is the course cross-listed with another academic unit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Is the course offered at more than one level? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<i>If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.</i>	
a. - b. - c. -	
Approval of other academic unit (signature): _____	
Name and title: EDP – 8120: School Violence Theory, Prevention, and Intervention	
If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.	

Credit hours:	Fixed: 3	or	Variable:
Delivery Mode:	Primary	Secondary	Tertiary
Activity Type:	Seminar	Select One	Select One
Minimum Credit Hours:	3		
Maximum Credit Hours:	3		
Weekly Contact Hours:	2.5		

Terms offered: Fall Spring Summer

Years offered: Every Year Alternate Years

Are students permitted to register for more than one section during a term? Yes No

May the courses be repeated for credit? No Yes

Maximum Hours: 3

Grading System	Undergraduate	Graduate
	<input type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1) <input type="checkbox"/> Passing Grade/No Credit (A-C, NC) <input type="checkbox"/> Credit/No Credit <input type="checkbox"/> Grade Only (A-F, PR, I) <input type="checkbox"/> Audit Only <input type="checkbox"/> No Grade	<input checked="" type="checkbox"/> Normal Grading (A-F, PS/NC, PR, 1) <input type="checkbox"/> Grades Only (A-F) <input type="checkbox"/> Satisfactory/Unsatisfactory (G only) <input type="checkbox"/> Audit Only <input type="checkbox"/> No Grade

Prerequisites (must be taken before):

a. - b. - c. -

PIN (Permission From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together):

a. - b. - c. -

If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

Course to be removed from inventory	Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)
a. -	
b. -	
c. -	
d. -	

Catalog Description (30 words Maximum):

The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role (e.g., teachers, school administrators) in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

Attach a copy of a complete outline of the major topics covered. (Syllabus preferred)

Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). **Indicate prospective demand.**

This course has been successfully taught twice in the course shell of EDP 6190/8190: Seminar in Educational Psychology and is now required to be formally approved as a course in its own right.

The course fits the JH College of Education and departmental demands in the following program areas:

Doctoral Programs:

Foundations of Education
Foundations of Education: Philosophy of Education
Foundations of Education: Educational Sociology
Foundations of Education: History of Education
Foundations of Education: Educational Psychology
Higher Education
Elementary Education
Secondary Education
Special Education

Education Specialist Degree Program:

Education Specialist in Curriculum and Instruction

Master Programs:

Master of Educational Psychology
Master of Theory and Social Foundations
Master of Higher Education
Master of Education in Secondary Education
Master of Education in Middle Grade
Master of Education in Arts and Education

Graduate Certificate Program (in approval process):

Graduate Certificate in Pedagogy of Peace

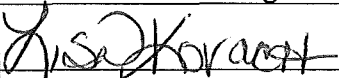

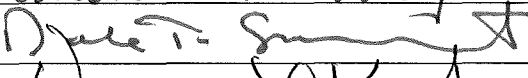
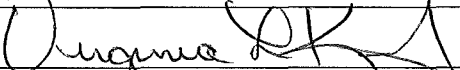
If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

There are no courses that offer a wholistic approach to predicting, preventing, and intervening in school violence.

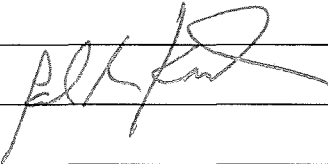
If the course is intended to meet a University Undergraduate Core requirement, submit a course syllabus and complete the following:

Please explain how this course fulfills the general education guidelines.

COURSE APPROVAL:

	Signature	Date
Department Curriculum Authority:		9/20/13
Department Chairperson:		2013-MAR-20
College Curriculum Authority:		4/1/13
College Dean:		4/1/13

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
Faculty Senate Undergrad. Curriculum Comm. :		
Faculty Senate Core Curriculum Comm. :		
Graduate Council :		4-16-2013
Office of the Provost:		
Registrar's Office:		

EDP-6120-001

School Violence Theory, Prevention, and Intervention

Department of Educational Foundations and Leadership
Judith Herb College of Education
Thursdays 7:30 p.m. – 10:00 p.m.

Instructor: Dr. Lisa Kovach	Office: GH 5000B	Office hrs: Wed 8:30am-9:30am
Phone: 419-530-2048	e-mail: lisa.kovach@utoledo.edu	Mon/Wed 10:45am-12:30pm
		Thursday 6:30pm-7:30pm

Catalog Description of a Graduate Seminar:

The seminar focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role (e.g., teachers, school administrators) in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.

Course Requirements

Required Materials:

Lebrun, M. (2009). *Books, Blackboards, and Bullets: School Shootings and Violence in America*. Lanham, MD. Rowman and Littlefield Education.

Murray Thomas, R. (2006). *Violence in America's Schools: Understanding, Prevention, and Responses*. Lanham, MD. Rowman and Littlefield Education.

Pescara-Kovach, L. (2005). *School Shootings and Suicide: Why We Must Stop the Bullies*. Boston, Pearson.

Anti-Bullying and Cell Phone Policy

Anti-Bullying Policy

Every University of Toledo student deserves to enjoy our school equally, and feel safe, secure and accepted. It is my goal to promote an inclusive, accepting environment in this course. Consequently, any form of bullying will not be tolerated. Bullying is defined as *intentionally persistent, hostile behavior that is aimed at harming another individual*. Bullying can take many forms including verbal (e.g., name-calling, insults), physical (e.g., pushing, shoving), and relational (e.g., eye rolling when a classmate enters the room, mimicking a classmate, ostracizing or attempting to get others to consistently ignore a classmate). Bullying can also be cyber in nature; specifically, repetitively rude text messages or comments on Facebook statuses or photos.

Please be it known that any form of bullying will not be tolerated. If you experience bullying, or are a witness to a bullying incident in this classroom or anywhere on campus, please feel free to approach me and I will take appropriate action. If you are uncomfortable reporting it to me, please visit The University of Toledo's Anti-Bullying Task Force link at www.utoledo.edu/tlc/bully and complete The Anonymous Reporting Tool.

Cell Phone Policy

The University of Toledo notifies its students of all emergencies via the UT Alert System. In the event of an on campus emergency, students are notified via text message. As a result, it is my policy to allow cell phones in my

class. Please put your phone on vibrate upon entering the classroom and make every attempt to leave your phone untouched unless there is an emergency. If you must take a call, I ask that you exit the room to do so. If you haven't signed up for UT Alert, click on the UT Alert icon on the MyUT Webpage.

Assignments

Classroom Participation

Each student is required to read all assigned materials. A percentage of your course grade will reflect participation in class discussions. Consequently, *please complete the reading assignments prior to attending each class.*

Chapter Summaries

You will complete a summary of the assigned chapters prior to coming to class. Each assignment will be turned in at the end of the class period. Each assignment will include key concepts, relevant questions, and a case/personal example that relates to the reading. *Each summary should be 3 - 5 pages in length.*

Student-Led Discussions

Each student will sign up for at least one topic for which s/he will serve as the discussion leader. On your assigned date(s), you are to briefly summarize the assigned chapter(s) and to elaborate on the subject matter. The discussion leader is also permitted to assign an additional article (written within the last 10 years) as long as s/he provides the article to classmates the week prior to his/her discussion date.

Discussion leaders are required to provide others with a chapter summary, elaborate on the chapter, and develop a group activity. A key component to the discussion is to ensure that all students are afforded the opportunity to participate.

Best Practice in Prevention and Intervention Presentation: *Doctoral students* are required to select a particular type of violence (e.g., bullying, gang violence, school shooting, suicide, child abuse) and write a paper that defines the issue and describes best practice in prevention and intervention. The paper should be written in APA format and is to be approximately 10 double-spaced pages. You will NOT be penalized if the document exceeds 10 pages.

Doctoral students will also present to the class a summary of his/her paper in effort to share with others best practice in the chosen area.

GRADING

Masters Level

Course grades will reflect the level of your contribution to class discussions as well as the quality of your student-led discussion.

A.	Reading	assigned reading materials	
B.	Class discussion and chapter summaries	(20 summaries/discussions x 4 points)	80
C.	Discussion Leader	(1 x paper 10 points; 1 x presentation 10 points)	20
	Total Points		100

Doctoral Level

Course grades will reflect the level of your contribution to class discussions, the quality of your student-led discussion as well as the quality of your final paper.

A.	Reading	assigned reading materials	
B.	Class discussion and chapter summaries	(20 summaries/discussions x 2 points)	40
C.	Discussion Leader	(1 x paper 20 points; 1 x presentation 10 points)	30
	*The instructor will lead any discussion not selected by a student. By extension, there may be more discussion dates than students. If that is the case, students will not lead 2 discussions. This will allow point values to remain as specified above.		
D.	Final paper	(1 x paper 30 points)	30
	The final paper will be graded based on the quality of the document with regard to: 1) Accurate description of selected topic; 2) Thorough review of current practices in prevention and intervention; 3) Logical argument as to why the particular practice chosen by the student was identified as "best practice;" It is expected that Doctoral students use primary sources of research from educational and/or psychology journals. Further, the paper will need to be written using current APA Guidelines.		
	Total Points		100

Letter Grades

A student can earn as many as 100 points. The grading scale is as follows:

A	93 - 100	A-	90 - 92	B+	88 - 89	B	83 - 87
B-	80 - 82	C+	78 - 79	C	73 - 77	C-	70 - 72
D+	68 - 69	D	63 - 67	D-	60 - 62	F	50 or below

Tentative Course Outline

Jan 12 th	Course Overview and Introductions *Murray Thomas, Chapter 1: Varieties of School Violence *Lebrun, Chapter 1: Looking at the Problem of School Violence Chapter 2: Statistics of School Violence Past and Present Discussion Leader: Dr. Lisa Kovach
Jan 19 th	Weapons, the Ineffectiveness of Zero Tolerance, and ALICE Training *Murray Thomas, Chapter 2: Deadly Weapons Discussion Leader #1: _____ Guest Presentation: Sergeant Douglas J. Perry, UTPD

- Jan 26th Threats of Violence: How Do We Know What Is Real?
Murray Thomas, Chapter 3: Threats of Violence
Lebrun, Chapter 3: Profile of a School Shooter
Lebrun, Chapter 6: Suicide: I Kill, Then I Die
Discussion Leader: _____
- Feb 2nd The Downside to Authoritarian and Permissive Parenting
Murray Thomas, Chapter 5: Child Abuse and Neglect
Murray Thomas, Chapter 6: Sexual Abuse
Discussion Leader #1: Dr. Lisa Kovach
Discussion Leader #2: _____
- Feb 9th Examination One
- Feb 16th When Criminal Activity Runs in the Family
Lebrun, Chapter 5: Family Violence: The Seeds are Planted Early
Discussion Leader: _____
- Feb 23rd What is Bullying?
Lebrun, Chapter 4: Bullying and Cyberspace
Pescara-Kovach, Chapter 3: Rejection and Internalizing Disorders
Chapter 4: When Physical and Verbal Bullying End In Tragedy...
Chapter 5: When Relational Bullying Ends in Tragedy...
Chapter 6: Brandon's Story: In the Words of His Mother...
Discussion Leader: Dr. Lisa Kovach
- March 1st Best Practice in Bullying Prevention
Murray Thomas, Chapter 7: Bullying and Hazing
Guest Presentation: Dr. Neil Rochotte, Washington Local School District
- March 8th No Class - Spring Break
- March 15th Recap and Examination Two
- March 22nd Handling Disruptive Students
Lebrun, Chapter 10: Crisis and Corrective Teaching for Troubled Youth
Murray Thomas: Chapter 10: Disruptive Behavior
Discussion Leader: _____
- March 29th Physical Altercations and Gang Violence
Lebrun, Chapter 13: Gangs: The Families of Crime
Discussion Leader: _____
- April 5th Lebrun, Chapter 7: School Crisis Prevention and Intervention
Chapter 8: Postvention: Supporting the School Community...
- April 12th Doctoral Presentation #1
- April 19th Doctoral Presentation #2

April 26th Doctoral Presentation #3

May 3rd Final Examination

Academic Accommodations

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility (Rocket Hall 1820; 419-530-4981; officeofaccessibility@utoledo.edu) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations.

I also encourage students with disabilities receiving accommodations through the Office of Accessibility to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester.

University Policy on Academic Dishonesty

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and the development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- 1) Plagiarism or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- 2) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- 3) Submitting the same written work to fulfill the requirements for more than one course.

Should academic dishonesty occur:

1. You may be assigned an F for the work in question.
2. You may be assigned an F for the course. In this case I will inform the Dean and the student of this action. The Dean will make sure the student receives the F grade and is not permitted to withdraw from the course.
3. You may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Information obtained at http://www.utoledo.edu/catalog/2000catalog/admissions/academic_dishonesty.html.